



# 2018 Grant Awards

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[www.shakopeedfoundation.org](http://www.shakopeedfoundation.org)



## **Mission of SEEF**

*The Shakopee Educational Endowment Foundation (SEEF) is dedicated to preserving and enhancing the quality of education in the Shakopee School District by funding projects that provide innovative opportunities for our students.*

## **About Us**

The Shakopee Educational Endowment Foundation (SEEF) is dedicated to preserving and enhancing the quality of education in Shakopee schools by funding cutting-edge technology, best practice programs and innovative instructional materials for our students.

We believe in and support the excellence that has always highlighted the Shakopee School District. Thanks to generous donations from the community and school district staff, SEEF has awarded more than 455 grants totaling more than \$369,000 for projects that directly benefit Shakopee students.

## **Supportive But Separate**

While contributions to the Shakopee Educational Endowment Foundation go to enhancing school district programs, the Foundation operates independently of the school district. We are a separate 501(c) (3) nonprofit organization comprised of parents and community members who are passionate about the quality of education in Shakopee. District staff submit written grant proposals to the Foundation board who, in turn, independently fund proposals that would best benefit students.

## **The Future Depends on our Community**

The future of the Foundation relies on donations from a broad range of businesses, service clubs, local citizens and district staff. In order to continue to fulfill grant requests for innovative programs and initiatives, the Foundation is asking for your support. Donations of any amount are appreciated and vital to the Foundation and its mission. The Foundation invites planned gifts such as estates, wills, trusts, and annuities; and encourages annual pledges. Donations are tax deductible and gifts of \$1,000 or more are recognized on the donor plaque at the Shakopee High School.

## 2018 Grant Recipients

2018 marks the 27th anniversary of SEEF. Grants are intended to fund innovative and creative programs that otherwise would not be available to students. This year, we received 50 applications for grants from teachers district-wide. 33 of the grants were funded, totaling \$30,018!

### A Special Note about 2018



As you may be aware, our school district suffered a terrible loss with the passing of Superintendent Gary Anger. Gary brought joy to all those who knew him. Our Shakopee Public Schools staff, teachers and the entire Shakopee community will miss him. Gary started in the district in July 2017.

What you may not know is that Gary and his family chose SEEF to receive financial gifts in his memory. This act of kindness is a testament to Gary's commitment to education, our community and to his belief in the SEEF mission. Because of his generosity, the foundation was able to fulfill additional grants this year that may not have otherwise been funded.



## Central Family Learning Center

**Project Title:** Core Language Framework

**Teacher:** Debbie Arterbury

**Project summary:**

Communication allows people to form and maintain meaningful relationships. We form these relationships through use of different communicative intents that include: greetings/farewells, asking/answering questions, commenting/sharing information, negation, termination, and requesting/rejecting. Students with significant disabilities and/or complex communication needs often struggle to communicate using all the different communicative intents effectively, thus resulting in limited peer relationships. Research shows that 80% of what we say is communicated with only the 200 most basic words in our language (Baker & Hill, 2000). These words are referred to as core vocabulary or core language, because they compose the basis of our communication. When students with significant communication needs are systematically exposed-to and taught core vocabulary -they can participate in authentic and novel communication exchanges.

Many students in the district use dynamic display communication devices to supplement their expressive language. While many of the devices have different platforms, a common component is the use of core language. With this commonality, students using dynamic display communication devices can still benefit from exposure to the Core Vocabulary Language, as it is already embedded in their devices.

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**Project Title:** Inclusion/Diversity Books

**Teacher:** Allison Gill

**Project summary:**

Preschoolers are at a crucial age for the social/emotional and identity development. This project would enhance the social/emotional curriculum already used at Central Family Center. It would include books inclusive of all the children that are serviced in our building. These books will show characters that look like the children we serve and teach our children about embracing others differences.



## All Elementary Schools

**Project Title:** District Wide K-5 3D Sculpture Building Connecting Art and Math

**Teacher:** Alison Kopseng

**Project summary:**

A day in a typical elementary art room would involve painting, sculpting, building and creating. Exposing students to a number of mediums and experiences is one of the most enjoyable parts of teaching visual art. Many projects and themes in the Shakopee elementary art curriculum center around creating art using a pencil or brush; occasionally clay. The elementary art teachers are excited to expose K-5 students to a variety of sculpture building materials that will broaden student experiences while making cross-curricular connections with STEAM. STEAM concepts are addressed through the sculpture project-based learning, including math, engineering, and art which all solidify students' knowledge of 3-dimensional forms.

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**Project Title:** Coding with Meeper Bots

**Teacher:** Natalie Weatherman

**Project summary:**

Students will use a variety of skills, including coding, computational thinking, critical thinking, and sequencing to move their Meeper Bots through different obstacles. This includes all elementary students K-5.

## Eagle Creek Elementary School

**Project Title:** #classroombookaday

**Teacher:** Merie Elise Silkey

**Project summary:**

#classroombookaday was started by Jillian Heise, inspired by Donalyn Miller's #bookaday challenge. The goal is to read aloud a picture book every day of the school year, to students at ANY grade level. 180 complete texts are shared that grow classroom community and joy of reading.

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**Project Title:** Retelling Story Center

**Teacher:** Jenn Bartley

**Project summary:**

This grant would provide hands on materials for students to use during literacy centers. There is a combination of puppets, books, and other retelling pieces that match a particular book.

## Jackson Elementary School

**Project Title:** Document Cameras

**Teacher:** Sandy Boyce

**Project summary:**

The EL department recently purchased large monitors with Apple TVs for each EL classroom. We would like to have document cameras to display class examples on the monitors. This would help make all learning visual for our students. With document cameras, we would not need to copy materials (worksheets, word problems, etc) on chart paper or the whiteboards. We do not have LCD projectors or Smart boards and so the only way to do this would be through a document camera.

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**Project Title:** Building Fluent Mathletes

**Teacher:** Ben Thies

**Project summary:**

The targeted student population will be five and six year old kindergarteners attending Jackson Elementary. The team would like to enhance their math resources to coincide with our recent A VMR (Add+Vantage Math Recovery) training. The asked resources will be used throughout the year in its entirety; the best part of these resources is they can be easily used to differentiate instruction for students.

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**Project Title:** RAZ Kids for Jackson Second Graders

**Teacher:** Barbi Studtmann

**Project summary:**

Raz-Kids is an award-winning teaching product that provides comprehensive leveled reading resources for students. With hundreds of eBooks offered at 29 different levels of reading difficulty, it's easy to put the right content in every student's hands.

Kids access their leveled text through an interactive learning portal designed to keep them motivated and engaged. Every eBook is available in online and mobile formats, and allows students to listen to, read at their own pace, and record themselves reading. Students then take a corresponding eQuiz complete with an extended answer response to test comprehension and determine future instruction needs. Once a child has read ten or more of the leveled eBooks and passed each of the corresponding eQuizzes, they advance on to the next reading level where they have access to lengthier and more difficult text.



**Project Title:** Dream box Math - Ipad Application

**Teacher:** Rebecca Kay-Lewis

**Project summary:**

Dream Box is a technology-based system that supports the same lesson objectives taught through A VMR. The math curriculum used by Intervention Teachers within the Shakopee District is called A VMR (Advantage Math Recovery). This adaptive Ipad application engages students to work at their skill levels as it continually adjusts to the responses they provide while completing the lessons. It is most successful with intervention students in grades K, 1st and 2nd that are working below grade level in math.

The program has the students think in ways that develop their number sense abilities with composing and decomposing, comparing, ordering, and identifying numbers that support their learning in the classroom. Dream Box is an alternative way to present information to struggling students as we attempt to engage, motivate and build confidence around mathematical concepts. Reports can be run to see where students are struggling and succeeding. From both these reports, and my observations while the students are working, I can provide immediate instruction to fill in the knowledge gaps each student has. It allows for me to be very specialized in my mathematical intervention approach with each child.

Students using the program will be seeing a Math Intervention teacher at Jackson Elementary for 30 minutes, 5 days a week.

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**Project Title:** Native American Ojibwe Shoulder Bag Art Project

**Teacher:** Carrie Beckler

**Project summary:**

This project serves three main purposes including: Introduce Ojibwe culture, history, and arts, both past and present, as well as honor the story of the artist who created the bag's preprinted design. We also want to encourage individual students' artistic expression, particularly in the bag's blank spaces. While students are working on this project, we also listen and analyze the flute music of Darren Moose of the Mille Lacs Band of Ojibwe. He wrote and recorded the flute music included in the Resource packet that we use. This project will be used as part of our Native American music unit that we do in 5th grade. The bags would be completed over a two-week period in late November or early December.





## Red Oak Elementary School

**Project Title:** Enhanced Reading

**Teacher:** Andrea Storlie

**Project summary:**

The requested materials will actively and daily reach 1st grade students during the course of their reading block throughout the school year and can easily be integrated into other subject areas as well.

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**Project Title:** Teaching Kindergarteners with Math and Reading Skills

**Teacher:** Cory Jewison

**Project summary:**

Our classrooms currently have 12 iPads which we use for multiple purposes. One of the main reasons for the use of iPads in the classroom is to have students use the iPads during our Daily 5 or Literacy/Math Centers, while the teacher works with a small group. In Shakopee, we follow very specific district as well as state standards. For many of these standards, the students need to be able to have knowledge of letter identification and letter sounds. Osmo technology gives the students the ability to create words by forming the letters. The math portion helps the kids develop number sense, identify number partners, and helps them understand that dots can also represent a number. The students have to physically touch the letters/numbers when the Osmo tells them a word or number, which helps with engagement, while allowing them to practice hands-on activities. We currently have four Osmos in each of our classrooms. However, our small groups usually consist of five to six students which means one or two students does not get to do this technology during their small group time. The Osmo Technology includes a stand, tiles of letters, numbers, and dots. We are asking for ten total Osmo Genius Kits, as we each would like two additional Osmos for our classrooms. Having two extra Osmo's per class would allow all children in a small group to practice important math/reading skills at the same time.

## Sweeney Elementary School

**Project Title:** Look at all "uke" can do!

**Teacher:** Kelsey Fleming

**Project summary:**

In a world that is dominated by pop, rock and hip-hop stars, it's no surprise that most kids are super excited to learn how to play an instrument. I'd love to capitalize on this natural interest, in a way that is productive to students learning. Having a set of ukuleles would allow my students to refine their motor skills, collaborate with each other, experience music from other cultures and practice a growth mindset as they develop strategies to help learn a new instrument.

Ultimately, by the end of 5th grade, I'd love for my students to have a skill that they can continue to build upon beyond elementary school. I truly believe that by teaching them the fundamentals of ukulele, they'll have the tools to continue making thoughtful, creative, culturally aware and purposeful music throughout their lives.



**Project Title:** Providing Students with Equitable, High-Interest Literature

**Teacher:** Darcy Koch

**Project summary:**

Currently, our fifth-grade classrooms consist of many students who are below grade level in reading. 43% of Michelle Grillo's students passed or exceeded standards on the MCA reading test and 39% of Darcy Koch's students passed or exceeded standards on the MCA reading test. Our students struggle with comprehension of both fiction and nonfiction texts. Their stamina for reading is much lower than in past years. Therefore, we need to find short, relevant, and high interest articles and reading passages to capture their attention. We would like to purchase the Storyworks magazines for each of our students. Storyworks includes a variety of genres in each issue including fiction, nonfiction, drama, poetry, and paired texts. The subscription includes differentiation tools such as leveled articles, audio versions, vocabulary slideshows, and videos that help support all kinds of learners including English language learners and struggling readers. The articles and skills are also aligned to many of the English Language Arts/Common Core standards that we teach in our classrooms. We will receive six 32-page issues and digital resources for each child with this subscription.

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**Project Title:** Comprehension Based Guided Reading Books

**Teacher:** Robin Techam, Trudy Lynch

**Project summary:**

High Potential services begin in second grade, so first graders do not have a High Potential program available to them. Young Scholars accepts students who qualify under their criteria (free and reduced meal students, students of color, students who have lack exposure to resources at home). Intervention services assist students who are below grade level with their reading. Given all these opportunities for their peers, first graders teachers need more resources to help above grade level students grow in their reading comprehension skills.

More resources are needed specifically for this age group to use as team since these targeted above grade level students are lacking opportunities/structured program. As a grade level, we are seeking 6 packs of books that we can use specifically with above grade level first graders who are focusing on deepening comprehension. We will be able to reuse these 6 packs sets of books for years to come. Some of the books teachers have access to in our resource room are missing books and they are old titles that do not engage students

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**Project Title:** Social Thinking anti Third Graders: Learning a Common Language

**Teacher:** Jody Hansen

**Project summary:**

Regardless of age, gender, or culture, all human beings interact socially. For many children, varying social situations at school can be challenging. Teaching social thinking skills allows for students to be successful in a variety of school social situations such as being a part of a group, working with a partner, and completing academics. As Sweeney Elementary School implements PBIS (Positive Behavior Intervention Strategies) over the next 3-5 years, a social thinking curriculum would be a complimentary companion. Social Thinking skills will give students the tools to not only interpret social situations, but communicate and interact with each other in a positive way.

## West Middle School

**Project Title:** Improving English Language Learner's reading and spelling skills.

**Teacher:** Mary Wilfarht

### **Project summary:**

The root problem our proposal will address is the widening achievement gap between mono-lingual students in remedial Reading Strategies classes and English Language learners in these classes. EL learners in our Reading Strategies classes are more likely than their peers to be challenged with making connections between different spelling and decoding rules. This affects their reading abilities as they are not able to identify some letter sounds, blends, and welded sounds, which ultimately affects their comprehension.

Students who learn a language other than English first tend to start behind in school when they enter. Studies have shown that "children enter school with a wide range of background knowledge and oral language ability, attributable in part to factors such as their experiences at home and their socioeconomic status. Unfortunately, the resulting gap in academic ability tends to persist or grow for EL students throughout their school experience.

When this gap develops, EL students perform below grade level in multiple subjects and often require additional reading classes. This may also lead to negative self-esteem, potential for dropping out, behavior problems, and attendance issues. Shakopee Public schools has a large Hispanic community as well as families from Africa, Somalia, the Ukraine and Russia. Many of these students are recent immigrants and come from homes where English is not spoken. Many do not have time for additional reading enrichment activities, as they are obligated to care for their siblings after school while their parents are at work.

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**Project Title:** Collaborative Beat Dropping: Making Connections Through Electronic Music

**Teacher:** Thomas Nasiatka

### **Project summary:**

In an effort to expand the scope of the Drop A Beat curriculum at West Middle School, my intent in applying for this Shakopee Educational Endowment Foundation Grant is twofold: to be afforded the opportunity to acquire additional music production software that will allow students the opportunity to expand their artistic palates through group musical composition, and obtain technical knowledge of how a cloudbased digital audio workstation (DAW) functions. Working in tandem with this goal, students will experience a 3-class residency/workshop with world-renowned electronic music composer and artist, Dr. J. Anthony Allen. Musical collaborations, as well as the opportunity to work with master musicians, are both hallmarks of a well-rounded and innovative Music Education curriculum.



**Project Title:** Sublimation Printing in the Middle School

**Teacher:** Michael Sundblad

**Project summary:**

Graphic Design is an area of growth in STEM. The target learners for this project are all seventh grade students at West Middle School. This project will begin with the successful grant award in October of 2018 and will be utilized all year in each Teen Engineer course.

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**Project Title:** Visual Readers: Graphic Novels in the Classroom

**Teacher:** Bruce Finke

**Project summary:**

The genre of “graphic novels” which has a far longer and richer history in countries like Japan (“manga”) or France is now making huge strides in English speaking countries, and showing the richness and diversity of the subject matters that can be explored (The Guardian, 2013 ). While encouraging people to read graphic novels in my classroom, I find myself thinking of the conversations I have with my students. Many tell me that they dislike reading. When surveyed, it turns out they have only tried to read a couple of books, and have concluded that books are not for them. So why should we purchase a variety of graphic novels for our students to read? The stories, vocabulary, and artwork reach readers in a unique way that make them feel more confident and entertained to make them want to read even more in the future. To me, that is a no brainer!

Once the graphic novels are purchased, my plan is to create a display with the books to provide interest and intrigue to a new form of literature. Many students have already migrated to reading graphic novels and have found a love for this genre of book. I can’t keep graphic novels on my shelf once they are seen and I want to offer students a bigger selection of this format in my classroom.





## High School

**Project Title:** Hands-on Applications of Radiation and Nuclear Chemistry

**Teacher:** Cassidy Javner

**Project summary:**

As a chemistry department we have been working to implement the new Next Generation Science Standards in our classrooms. These standards promote engineering, scientific thinking, and modeling in addition to learning the chemistry content material. One of the standards states that students will be able to “develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.” In our fourth unit of study we teach students about the internal structure of atoms, radioactive decay, and how the process of nuclear fission is used to power nuclear power plants.

The unit culminates in writing a letter to a MN congressman or representative about whether nuclear power should be utilized in MN as a power source as a part of Minnesota’s solution against climate change. This project was implemented for the first time in the 2017-2018 school year. However last year students had a difficult time understanding the chemistry behind the radiation and nuclear power. This year I would like to utilize Vernier Radiation Monitors to measure radiation sources in the chemistry lab in hopes that this hands-on investigation would provide students an engaging opportunity to explore how nuclear chemistry works and learn about the types of radiation they experience in their daily lives.

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**Project Title:** Engineer & Manufacturing – US History Unit PBL’s

**Teacher:** Jody Stone

**Project summary:**

Teaching 10th grade US History through the Engineering and Manufacturing lens. Students in the Academy of Engineering & Manufacturing will have unique, hands-on project based learning opportunities for most of the US History units throughout the school year.

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**Project Title:** Printmaking Materials for High School Art Dept.

**Teacher:** Christine Brown

**Project summary:**

I would like to purchase a few class sets of Gelli Printmaking Plates for the art department. These printmaking plates can be used with several classes and because they are re-usable, we can use them for years to come.





**Project Title:** AVID Button Making

**Teacher:** Lisa Dolan

**Project summary:**

The AVID program is hoping to obtain these button making materials in order to create buttons for the AVID program (end of the year awards, publicity for special events, etc.). These materials will also be used as a fundraising activity where students can advertise and make buttons for school organizations. This would be an ongoing activity throughout the school year (and beyond). This past year the AVID program borrowed a button maker from a staff member to make end of the year awards for AVID students (the end of the year awards are a highlight in the AVID program). The staff member was generous enough to donate the button maker and all materials for this one time, but in order to keep up these efforts the AVID program would need to purchase our own materials and maker. Button making is an easy step by step process that students can easily take part in. It helps to build community within the classroom in working together to create the end product, but also helps build community with the final product being something that could be sold and shared throughout the school. Plus it uses math, technology, and creativity skills in the process of creating each design and button.

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**Project Title:** Crisis Response Toolkit

**Teacher:** Nicole Drangstveit

**Project summary:**

This past year at the high school, we had two student deaths. As a result, our team determined it would be helpful to be more prepared to aid students in these types of situations. We are planning to work cooperatively amongst the counselors, school social workers, and school psychologists to engage in staff development activities during the year to enhance our skills as responders. This project would help support these efforts and effectively aid students in coping with trauma. Reaffirming students' physical and psychological safety is key to the beginning of recovery. Supervised activities aimed at providing a sense of control for students in a safe and nurturing environment, with mental health professionals at hand, is best practice according to the National Association of School Psychologists. Creating a crisis response kit can lead to a smooth transition post-crisis from a state of fear to a state of healing for all students at the high school.

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**Project Title:** Lights, Camera .... Food Photography!

**Teacher:** Shawna Wilson

**Project summary:**

Many of our students have access to cameras via their cell phones but few of them might be using them to highlight the great things going on in the classroom or using them in an artistic way! I want all of our culinary students to be able to practice being food stylists in our classrooms by using a pop up photography lightbox to take pictures of our final products to share on social media. We typically do one lab/week in each of our culinary classes and have 7 groups in each class, for every semester. For the first semester, I'd begin to use the lightbox with our Cupcake Wars unit that showcasing an authentic learning opportunity with our business partner, O'Briens Public House. I also know that the Culinary students will be doing a Meal Prep Delivery Kit and the lightbox would be helpful in photographing the contents and menu of items in the kit.

## High School

**Project Title:** Spanish for Spanish Speakers” Program- Choice in Literature

**Teacher:** Dusty Schroepfer

**Project summary:**

We are fortunate to have a very well-developed, and growing program of Spanish classes designed specifically for Spanish speakers. In these classes, we use students’ heritage language as an asset, providing a focus on reading, writing, and culture for students who are already conversationally competent, though not necessarily literate, in Spanish.

We now offer 3 levels of “Spanish for Spanish Speakers” at the high school, with the opportunity for many to enter our CIS program afterwards and earn up to 10 credits from the U of M over one or two additional years. As our program grows, the size of our library of Spanish literature is increasingly inadequate. I teach levels 1-2, for example. Over their first 2 years with me, each individual student will read a total of 5 books. As students enter the program with a wide variety of reading aptitudes, some formally educated in other countries, and others never having read or written a word, we need to offer books at a variety of reading levels. While we do proudly provide tiered readings, however, I presently have a total of just 10 titles. This makes for a lot of repetition in presentations (a student with me for two years may see 4 presentations on various aspects of the book *Marianela*, for example), and limited student interest in books that often fail to genuinely interest them.

Monica Sariego and I have compiled a list of desired books, and gone online to find which ones can be purchased used for \$10 or less. We would like to flesh out the variety of books that we offer in order to provide actual student choice in literature based on their interests. We hope to order class sets of up to 6 books each for up to 28 titles, to be integrated directly into our curriculum. We also hope to order 16 additional books that are currently popular with teenagers, in the hopes that many will read for pleasure if the right books were easily available to them.

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**Project Title:** See Your Strength

**Teacher:** Heather Schroder

**Project summary:**

There has been a dramatic increase in students that struggle with mental health issues. The National Institute of Mental Health reports that just over half of children aged 8-15 received mental health services in the previous year. Suicide is the second leading cause of death for ages 10-24. We are trying to reach students with positive messages and also resources to help support them when they are struggling. What better place than the bathroom?! And I can’t think of a more appropriate way to honor Superintendent Anger than by spreading positive messages throughout the school. The goal of this project is to build resiliency and also offer resources for students that are struggling. By having simple positive messages and also resources in bathrooms, students will be exposed to lhsc messages and information throughout the day. We know that when students are upset, the first place many will go is to the bathroom. The positive messages are meant to increase resiliency and the suicide prevention information is to give students resources and information, even if they are not comfortable reaching out to an adult or friend.

**Project Title:** St. Francis Children's Baskets

**Teacher:** Ed Loiselle (submitted by student, Shay Vaneyll)

**Project summary:**

My homeroom first came up with the idea of bringing baskets to the children in the hospital during our community day which we have every Friday. We plan to have a fundraiser throughout the entire school for gently used toys, new coloring books, coloring utensils, and other simple things to put in these baskets. This would be a great learning experience for students because they would get to be hands on with the entire project by first arranging the fundraiser and making contact with the pediatric department within the hospital, then putting together the baskets, and being able to personally deliver them to the kids creating an opportunity like no other.

**Tokata Learning Center**

**Project Title:** Connecting & Celebrating Voices

**Teacher:** Kelly D. Holstine

**Project summary:**

At Tokata Learning Center, many of our students have to overcome a variety of obstacles. With the absence of a social worker in our school, our Writer's Workshop class has become a safe space for students to identify, share, and process feelings in a productive and healing way. And they have learned that their voices matter. For this project we will partner with COMPAS: a nonprofit arts organization that teaches through art. They would send their Teaching Artist, See More Perspective, to work closely with Writer's Workshop students to help them become more effective writers and performers, to allow them feel seen and celebrated, and to facilitate more opportunities for them to connect with others. See More would meet with students for JO workshop sessions during 2nd Quarter and then MC and perform in a Tokata Learning Center Cabaret in January.

This experience would be life affirming and, perhaps even, life changing for our Tokata Community.

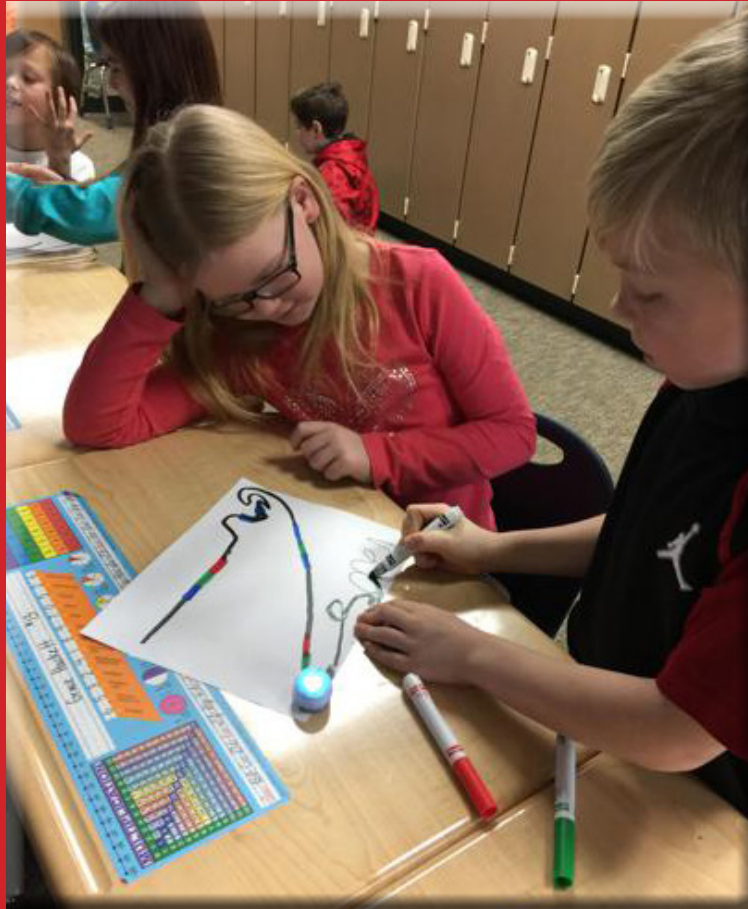
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**Project Title:** Fencing for Life

**Teacher:** Paul Kelly

**Project summary:**

Fencing is a sport that is typically offered to a culturally and financially privileged population. I would like to provide some equity at the TLC by offering this to the high population of low income and diverse students that struggle with mental health, chemical health, and early childhood trauma. Our school offers a mid-day 50-minute module for students to select from a variety of opportunities for personal growth, academic support, and life skills. We would like to offer this program one day a week on Tuesday, for the school year.



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